



Multisensory's Approach to Stimulate Child Early Literacy Ability

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Abstract

This research is a literature study that aims to stimulate early literacy in early childhood through a multisensory approach. This research is a descriptive qualitative type using literature study, with a background of low initial reading skills, the concern that parents are concerned about their children who cannot read when they enter elementary school, and the development of a literacy culture. In this literature study research, researchers used various written sources such as articles and documents relevant to this research. In this study's literature study, there was an increase in literacy. Both from preface reading and initial writing, with a multisensory approach. The results of several studies that a multisensory approach can improve early reading and write for early childhood.

Keywords: early childhood; literacy; multisensory; stimulation

Introduction

Literacy activities need to be introduced from an early age so that children have a good way of communicating, including reading and writing (Purnamasari & Asri, 2019). Data recorded in 2015 Indonesian female students are in 57 out of 65 countries with a deficient reading activity category (Permatasari, 2015). In 2018 it was ranked 64th reading out of 75 countries (Handoko & Novitasari, 2019). Seeing that the child's willingness to read is still weak, fostering a literacy culture among students, including early childhood, needs to be done by educators with habituation. Reading habits will stimulate children's interest in literacy, with the development of Indonesian literacy can advance in facing the ASEAN economic community (Susanto, 2016).

Learning difficulties are among the inhibiting factors for children's academics, including if they have difficulty reading. The incidence of difficulty learning to read at the child's beginning is dyslexia (Wati, 2019). Dyslexia can be defined as an obstacle or difficulty in reading, spelling, and writing activities. Still, dyslexia is not a disease, only a barrier faced by children in the literacy process, and can be overcome with suitable parenting styles and learning approaches (Aryani & Fauziah, 2020).

Reading beginning and writing for early childhood explores and recognizes something from a child's learning experience through nature and the surrounding environment, such as hearing sounds, scribbling, pretending to read as the initial stages of literacy (Purnamasari & Asri, 2019). Successful mastery of literacy from an early age will

result in children becoming learners during their lifetime because of their need to continue reading and writing (Susanto, 2016). In addition, the ability to read at the beginning will result in the child studying various studies at the elementary school level.

With the background of early reading that is still low, parents are concerned about their children who cannot read when they enter elementary school (Sapti, 2019) and the need for early literacy development (Ruhaena, 2015). This research will explore more deeply related approaches, which can foster a culture of literacy in early childhood through a multisensory approach.

A multisensory approach can be a solution for literacy development because it involves various senses such as seeing, hearing, moving, and feeling. So that multisensory becomes an indispensable approach for introductory reading and writing (Sapti, 2019). Multisensory can also improve cognitive abilities because children get more than one sense learning experience (Yaswinda et al., 2019). A multisensory approach can also activate children's mathematical logic. Primarily all multisensory elements start various kinds of intelligence (Anak et al., 2012). Besides, multisensory has advantages in stimulating all senses and has the disadvantage of taking a long time to learn to make children bored and tired (Wati, 2019).

Literature Review

A multisensory approach to literacy is a learning process that utilizes visual, auditory, kinesthetic, and tactile sensory to improve memory (Ruhaena, 2015). Various sensories are used to optimize the literacy process so that children can more easily store and remember shapes, names, letter codes. Hence, a fundamental multisensory approach to the sensory modalities used. Therefore, in implementing a pleasant conducive atmosphere, the multicultural system processes children to gain experience and understanding of learning more than one intelligence (Yaswinda, Yaswinda Ismet, 2017).

An essential part of the multisensory approach used to stimulate early childhood literacy is in the stages of communication and language development, namely pre-reading and writing. Children can distinguish various kinds of sounds of letters and words to get vocabulary in the early literacy period (Nahdi & Yunitasari, 2020). An essential element in communicating for early childhood is using language to establish communication and understand the language conveyed by other people. While the first step in natural writing mastery for children is to make pictures from scribbles or pretend to write from scribbles, writing principles are repetitive, generative, and flexible (Basyiroh, 2017).

Research conducted by (Sessiani, 2019) said that multisensory has advantages when used as learning media because it can involve all students with various learning styles. In addition, children's literacy skills are very influential from how the teacher's teaching reading and writing method shows an increase in the child's ability to recognize words more accurately. Still, this increase cannot be done briefly but rather gradually and repetitive habituation.

Previous research, which also showed the effectiveness of a multisensory approach for children's literacy development, was carried out (Simanjuntak et al., 2020). The results

showed that active learning conveyed by educators through a multisensory approach stimulates all senses so that children are more efficient in understanding reading, and there is an increase in the is more significant for pre-school age early literacy skills.

Methods

This study describes a multisensory approach to early childhood literacy development, both in pre-reading and early writing. The research method used in this research is a literature study, while data collection is obtained from articles, journals, books, and relevant documents based on existing problems. Sources of data are taken from journals of previous research results that are relevant to this study. This study also analyzes references from books and journals, notes, and reports related to the problem.

Based on the problems studied, namely, the increase in literacy skills with a stimulus from a multisensory approach improves the ability to read prefixes and write prefixes. The results of these various literature reviews will be used to identify whether there is an increase in early literacy in early childhood using a multisensory approach.

Result / Findings

The multisensory approach stimulates various senses and sensory elements resulting in a balanced learning process and a reasonably efficient improvement, because all types of children's learning, whether audio, visual, kinetic, or tactile, are in teaching and learning activities, education is carried out simultaneously, it will improve a wide range of skills (Permulaan & Disleksia, 2020)

The multisensory approach to stimulate initial literacy in reading and writing is carried out with a series of activities such as providing at least 30 minutes a day before reading or writing activities are carried out. Various connections between sensory and physical activities such as running. Coordination between the eyes, and hands carrying the ball. While walking, zigzags, brain exercise, fantasy exercise, and various gross motor activities must be applied so that the excess positive energy of the child will come out through this activity. When the child is tired enough with motor activities, the child will be in the focus stage, carrying out literacy activities, both reading and writing. (Focus Group Discussion, Multisensory seminar, 3 February 2021).

Children with kinesthetic intelligence have more movement productivity than children with audio and visual learning styles. A wide variety of movements will make the kinesthetic child unable to concentrate on reading and writing. Therefore the multisensory approach is commensurate when applied to kinesthetic children and learning styles audio and visual. Educators can make children kinesthetic models when there is an example of learning that uses movement space, such as "following a rabbit jump, following a flying butterfly style" (Suhaimi, 2017).

The ability to read and write is part of language intelligence, which includes communicating. A multisensory approach can also help children with special needs in mastering the understanding of meaning in autistic children. This happens because all the senses are stimulated, so the multisensory approach is very suitable to be applied because it makes an excellent contribution to understanding meaning (SR & Supriyanto, n.d.)

The multisensory approach can be applied in addition to several domains, including for children who are already in elementary school and for children with the dyslexia category, an increase in the number of words read, reading time, and recognition of children in finding new words. Schools that use an inclusion system for children with special needs also need a multisensory approach to help improve reading in children, even up to elementary school age, this approach is still relevant to use ("Metode Multisensori Untuk Mengembangkan Kemampuan Membaca Anak Disleksia Di Sd Inklusi," 2009)

According to (Pendidikan & Biasa, 2019), research results in a multisensory approach that maximizes the use of various senses, makes children understand what is conveyed using media, and the concept of learning more quickly in reading and writing the beginning through the idea of repetition. In line with the research results by (Paud et al., n.d.), multisensory becomes a practical approach when repeated material increases the maturity of children's literacy understanding both reading and writing at the beginning. Children will find it easier to remember what is said with repetition every day, such as doing *Treatment* according to the focus time of the child's age, within 30 minutes a day. Parents at home can divide the time between reading and writing exercises three times 10 minutes per day or 6 times 5 minutes a day.

The results of research conducted (Safetyani et al., 2019). Using multisensory as a method to improve pre-reading and writing can be done in steps, such as: providing various kinds of letter cards visually, selecting words conveyed audio-visual, then together- the same, guessing and brandishing the requested letters in a kinesthetic, and repetition, improvement in early reading skills seen from the indicators of learning that children have successfully done strengthens the evidence that a multisensory approach can improve initial literacy skills.

Discussion

For an educator, managing the class well can foster children's early reading and writing skills because learning is well packaged, fun, and based on the concepts of hone, love, and nurture. Literacy activities can also be carried out at home. Parents can provide literacy activities at home by preparing media such as books, cartoons, magazines, or reading stories/fairy tales to children. This activity can be done when parents bond with children when eating, telling stories, or doing routines together (Ruhaena, 2015).

The early reading mechanism starts with recognizing sounds, practicing eye movement to the right and left, identifying the alphabet, reading by syllable, reading words and sentences, and straightforward. At the same time, preliminary writing is realized by practicing holding the correct writing instrument, drawing lines, writing letters, syllables, corrections, and so on (Safetyani et al., 2019).

Reading and writing beginnings in early childhood education are carried out in several stages, such as fantasy, where the child starts flipping books or bringing a favorite book from the pictures they like. Furthermore, the child's set pretends to read by interpreting images continues with the stages of studying images and reading recognition. Simultaneously, writing begins with scribbles, color recognition, recognition of letter symbols, and various fine motor skills. The child's hand muscles can be vital in holding a pencil and writing (Montessori, 2018).

Parents and educators can do beginning writing techniques at school with a start, training to hold a pencil and sit in the correct position, because the wrong place of having a pencil makes the child tired of writing more quickly, then practice hand movements, the child can unite the points of the line, practice eye and hand coordination by practicing shapes, copying and writing exercises in checkered books (Astuti, 2018)

A multisensory approach This includes several developments and improving the ability to begin reading. A multisensory approach can also enhance prefix mathematics. This applies to normal children in general and children with special needs diagnosed with dyslexia and autism. The multisensory approach can make children with autism category recognize the concept of number symbols because teach it includes the modalities of all the five senses (Suwidhiantari & Ainin, 2018)

The multisensory approach can simulate early literacy activities in children and be applied to special needs categories. For example, autistic children can learn reading and writing, beginning with a multisensory approach, designing a product such as an alphabet in research (Bariyyah, 2018). various activities covering all aspects, establishing contact with parallel eyes, stimulating children by feeling letters, looking for letters, listening and seeing the shape of notes, and the repetitions carried out are some of the stimulations that can be provided for children with special needs.

Conclusion

Based on the research results, it can be concluded that a multisensory approach can stimulate the development of early literacy. This includes reading and writing at the beginning, with activities carried out through sensory optimization, visual, audio, kinesthetic, and tactile. Repetition is the keyword for a multisensory approach. Early literacy for children will be easier to remember if educators and parents at home often do *Treatment* for pre-reading and writing activities. In addition to improving prefix reading skills in early childhood, a multisensory approach can also increase the ability to recognize numbers and Mathematics learning. Besides that, the multisensory approach can also be simulated in children with special needs because it covers all the realms of the five senses. Thus, even in elementary school children, the multisensory approach is still very suitable and relevant to be given and used as a learning strategy.

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